

PORTRAIT OF A NEEDHAM GRADUATE



School Committee Update

Reporting Progress on FY20 District Action Plan – March 24, 2020

PORTRAIT Roadmap FY20-FY25



Three years from now, we will work to **scale and optimize** the Actions for going forward.

FY22

FY23

*As we refine the Actions needed four years from now and beyond, the **Portrait vision will guide us.***

In FY21, we will build on the initial year's Actions and start to **integrate** best practices and new ideas.

FY21

FY20

As we begin to implement the Portrait Plan, our focus is on the existing bright spots and foundational Actions we can take to **explore and prepare** for this work.

**Priority 1:
ALL STUDENTS ARE DRIVERS
OF THEIR OWN LEARNING**

Strategic Objective A
Incorporate opportunities for student choice, independent learning, personalized pathways

Strategic Objective B
Provide structures and experiences that enable student efficacy, leadership, and voice

Strategic Objective C
Teach students content and skills necessary for them to grow personally and academically

ACTIONS

- 1-1:** Develop common understanding of student-centered learning & assess current practices
- 1-2:** Launch Full-Day Kindergarten and document alignment with Portrait competencies
- 1-3:** Assess and expand existing structures/experiences for student efficacy, leadership, voice
- 1-4:** Continue to align Science and Social Studies curriculum and student-centered instruction to state standards
- 1-5:** Introduce Portrait to all students in developmentally appropriate ways and report results of student self-assessment on Portrait competencies

FY20 Priority 1: ACTIONS 1.1 & 1.2

Progress on 1.1: Develop common understanding of student-centered learning & assess current practices

Progress on 1.2: Launch Full-Day Kindergarten and document alignment to Portrait Competencies



Shared background about the development of current definition of student-centered learning



Brainstormed method for disseminating and gathering feedback; data being collected



FDK launched and 3 of the 4 interdisciplinary units updated and implemented; fourth unit in planning stage



Implementing plan for grade 1 teachers to observe K classrooms and discuss K program with K colleagues



Using "look for" document for teachers and principals to use to guide instruction and observation

FY20 Priority 1: ACTIONS 1.3 & 1.4

Progress on 1.3: Assess and expand existing structures & experiences for student efficacy, leadership, voice

Progress on 1.4: Continue to align Science & Social Studies curriculum and student-centered instruction to state standards



Defined terms: student efficacy, leadership, and voice; Analyzed FY18 district survey results related to the three areas



Researched and created draft checklist to help staff identify or introduce structures/experiences



Prepared questions to assess extent of student efficacy, leadership, voice through FY20 district survey



Identified opportunities to build civic knowledge, skills and dispositions in all survey courses grades 9-11; Conducted first student-led voter registration drive; Began design/pilot of civic engagement projects



Changes made to K-5 Science units & PD conducted with new curriculum; Science Center programs aligned to standards

FY20 Priority 1: ACTION 1.5

Progress on 1.5: Introduce Portrait to students in developmentally appropriate ways and report results of student self-assessment on Portrait Competencies



NHS created & shared a PPT for high school students (accessibility resource at NHS to differentiate)



Created resource folder for staff (NHS ppt, bingo board, Gr 5 activity, etc.) with diverse ways to intro Portrait to students by level



Brainstormed accountability procedures; progression of rollout and scaffolding



Piloted Buddy classes (5th with K students) engaged in work around Portrait competencies



Prepared questions for FY20 district survey on students' self-assessment of Portrait competencies

Priority 2:
**ALL STUDENTS EXPERIENCE
 INTEGRATIVE
 TEACHING & LEARNING**

Strategic Objective A
 Extend interdisciplinary teaching and learning practices Pre-K to 12

Strategic Objective B
 Embed Portrait competencies, Technology, Inclusive Practices, SEL, and Equity into all curricula and instructional practices

Strategic Objective C
 Provide opportunities for students to demonstrate knowledge and skills through multiple means of expression

ACTIONS

2-1: Develop common understanding of interdisciplinary teaching and learning and assess current practices

2-2: Support existing interdisciplinary teaching and highlight best practices

2-3: Align and synthesize district’s multiple plans, initiatives, and assessments (Technology Strategic Plan, District Curriculum Accommodation Plan, District Framework for Social & Emotional Learning, Equity REAL Plan, multiple assessment methods, Portrait)

2-4: Develop framework for integrative teaching and learning

FY20 Priority 2: ACTIONS 2.1 & 2.2

Progress on 2.1: Develop common understanding of interdisciplinary teaching & learning and assess current practices

Progress on 2.2: Support existing interdisciplinary teaching and highlight best practices

✓
 Surveyed DLT members to understand perspectives on interdisciplinary definitions and practices across the district

✓
Created a working definition of Interdisciplinary learning

✓
 Shared definition at NHS and solicited feedback; expanding to middle and elementary schools for continued feedback and tweaks

✓
9th grade Interdisciplinary program fully enrolled for FY21

✓
Identified all competencies in Portrait of a Needham Graduate as Interdisciplinary skills

FY20 Priority 2: ACTIONS 2.3 & 2.4

Progress on 2.3: Align and synthesize the district's multiple plans, initiatives, and assessments

Progress on 2.4: Develop a framework for integrative teaching and learning

✓	✓	✓	✓	✓
Reviewed Technology Strategic Plan, SEL, CRT-SEL, DCAP, Equity goals, Dept goals, SIPs, data from SPED Exploratory Committee	De-constructed multiple plans & frameworks to find alignment	Explored evidence-based practices including UDL (Universal Design for Learning) and MTSS (Multi-Tier System of Supports)	Collaborated in new ways: 4-day Cross Disciplinary Leadership Institute; K-5 PD; Inclusive Practices Academies; SLT Retreat; 2-day MTSS Institute	Focused on students' individual differences & finding framework that provides each student with access to supports & resources they need

Priority 3: ALL STUDENTS LEARN & GROW WITHIN ADAPTABLE ENVIRONMENTS

ACTIONS

- 3-1:** Plan for expansion of classroom models and environments for collaboration, innovation, cross-grade & multi-age learning experiences
- 3-2:** Develop plans for alternative scheduling
- 3-3:** Plan & prepare to adapt existing spaces within classrooms & schools to meet students' needs (e.g., creative seating, standing desks)
- 3-4:** Evaluate learning opportunities beyond classroom for accessibility & Portrait alignment
- 3-5:** Partner with community members and businesses to plan for learning opportunities beyond the classroom (e.g., internships)
- 3-6:** Provide Family education on Portrait and preparing all students for their future

Strategic Objective A

Support & design classroom models and environments that foster collaboration and innovation

Strategic Objective B

Provide time, schedules, and spaces that promote learning objectives

Strategic Objective C

Complement instruction with accessible learning beyond classroom, within community, and in partnership with families

FY20 Priority 3: ACTIONS 3.1 & 3.2

Progress on 3.1: Plan for expansion of classroom models/environments for collaboration, innovation, cross-grade & multi-age learning experiences

Progress on 3.2: Develop plans for alternative scheduling



Worked with construction team & school staff to open up learning spaces at SWES to other schools for teaching & PD opportunities



Evaluated the use of Hillside Knoll Trail for outdoor ed/PD & Extended Learning Areas for multi-age & flexible teaching space



Adopted curriculum resources created by construction team and architects for teaching purposes (e.g., LEED Silver requirements as primary source)



Formed Committee of Elem Specialists, Classroom Teachers, and Admin tasked w/understanding perspectives and issues with current elementary schedules



Gathered resources into shared folder that describes best practices in elementary scheduling

FY20 Priority 3: ACTIONS 3.3 & 3.4-3.5

Progress on 3.3: Plan to adapt existing spaces w/in classrooms & schools to meet student needs

Progress on 3.4-3.5: Evaluate learning beyond the classroom - accessibility, Portrait alignment, community/business partnerships



Developed an “adapting existing spaces” walkthrough form; conducted in every building; captured photo evidence



Gathered resources on best practices for supporting students’ SEL and academic achievement



Gathered data: surveyed DLT about new ideas, examined >50 afterschool clubs, met w/6 higher ed and 1 business to explore expansion of partnerships



Assessed 92% of beyond-the-classroom opportunities as equitable/accessible; Empowered Learners is least supported competency



Updating Community Service Learning portal to strengthen connections w/ community groups

FY20 Priority 3: ACTION 3.6

Progress on 3.6: Provide Family education on Portrait and preparing all students for their future



Held meetings for Parents, Students and Community Groups:

- 9 Parent/community groups received background info on Portrait & priorities;
- 3 School Committee meetings & 1 Finance Committee meeting highlighted Portrait priorities



Shared community messages/info:

- Budget documents reflected Portrait priorities;



- 12-minute video featured student voices about their future (258 views including groups at school and community meetings which extended reach);



- Portrait and Plan posted on district homepage;
- 4 Superintendent Blog posts made available to 5,224 Twitter followers;
- Local media article covered Portrait

Priority 4: INFRASTRUCTURE SUPPORTS NEEDS OF ALL STUDENTS

Strategic Objective A
Provide staffing, facilities, and budget resources aligned to district priorities

Strategic Objective B
Implement recruitment, retention, and development process for staff growth & diversity

Strategic Objective C
Establish a professional learning structure supporting equity and the Portrait vision

ACTIONS

4-1: Prepare FY21 District Budget supporting equity and Portrait vision

4-2: Assess potential impact of Portrait plans on the district's future organizational structure, staffing, facilities, business operations and systems, transportation and nutrition services

4-3: Formalize Human Resources plans and structures for recruitment and retention of diverse and qualified staff

4-4: Assess the district's current Professional Learning and plan for a cohesive program (Portrait of A Needham Educator/Employee)

FY20 Priority 4: ACTIONS 4.1 & 4.2

Progress on 4.1:
Prepare FY21 District Budget



FY21 District Budget prepared in alignment with Portrait Strategic Objectives; Budget Summit scheduled for May to begin FY22 budget process

Progress on 4.2: *Assess potential impact of Portrait plans on the district's future organizational structure, staffing, facilities, business operations and systems, transportation and nutrition services*



Principals collaborated on new format for School Improvement Plans to align with Portrait priorities and strategic objectives



Central Office Strategic Planning meeting scheduled to cover process for Resource mapping

FY20 Priority 4: ACTIONS 4.3 & 4.4

Progress on 4.3: *Formalize HR plans & structures for recruitment/retention of diverse & qualified staff*



Began anti-bias in hiring training; Redesigned Career page on district website to reflect our diverse community



Building database of candidates of color



Developed concept for systems approach to professional development tied to strategic plan, SIPs, professional practice goals, & performance evaluation



Researching current funding for PD, and new learning management system to support certification and individual learning needs



Brainstorming "core curriculum" (beyond Orientation) based on prerequisites for different positions

NEXT STEPS in implementing Portrait Plan



In response to the health crisis, we are narrowing our focus to the short-term needs of our students and families.



When schools re-open, the Portrait Facilitators will work with their Teams to recalibrate the pace of the work and begin to shape FY2021 Actions in support of our 5-Year Strategic Plan.

Progress on FY20 District Action Plan



QUESTIONS AND COMMENTS?